

# World Languages Curriculum

## Spanish II Curriculum



**Grades 9-12**

**Unit 1: ¡Hola Madrid!**

## *Course Description*

### **Philosophy**

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

## **Overview**

The Spanish program in Paterson Public Schools is guided by the NJ DOE Model Curriculum for World Languages. Students will focus on acquiring communication skills and cultural exposure through 7 units of study. This course encompasses the N.J.C.C.C. Standards for World Languages, which address the need to prepare all students for an interdependent world.

The World Language units of study for Spanish II are as follows:

- Unit 1: ¡Hola Madrid!
- Unit 2: El Mundo Hispano
- Unit 3: Ir de compras
- Unit 4: ¡Viva el fin de semana!
- Unit 5: El mundo del trabajo
- Unit 6: La cultura pop
- Unit 7: Las vacaciones

# Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

## ➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## ➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

## ➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

## ➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

## ➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

## ➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

### **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## Career Ready Practices

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

### **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

### **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

## Career Ready Practices

### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

### **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

### **CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

### **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Pacing Chart – Unit 1

Pacing Chart – Unit 1			
#	Student Learning Objective	CCSS	4 weeks
1	Locate Spain on a world map and identify major cities.	<b>7.1.NH.A.2</b> <b>7.1.NH.A.4</b>	
2	Identify and explain the significance of historical monuments in Spain.	<b>7.1.NH.A.2</b> <b>7.1.NH.A.4</b>	
3	Describe past travel experiences and places visited and plan future trips.	<b>7.1.NH.A.5</b> <b>7.1.NH.B.1</b>	
4	Identify and provide directions to a historical site.	<b>7.1.NH.A.3</b> <b>7.1.NH.B.2</b>	

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<u><b>Time/General</b></u>	<u><b>Processing</b></u>	<u><b>Comprehension</b></u>	<u><b>Recall</b></u>
<ul style="list-style-type: none"> <li>Extra time for assigned tasks</li> <li>Adjust length of assignment</li> <li>Timeline with due dates for reports and projects</li> <li>Communication system between home and school</li> <li>Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>Extra Response time</li> <li>Have students verbalize steps</li> <li>Repeat, clarify or reword directions</li> <li>Mini-breaks between tasks</li> <li>Provide a warning for transitions</li> <li>Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>Precise step-by-step directions</li> <li>Short manageable tasks</li> <li>Brief and concrete directions</li> <li>Provide immediate feedback</li> <li>Small group instruction</li> <li>Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made checklist</li> <li>Use visual graphic organizers</li> <li>Reference resources to promote independence</li> <li>Visual and verbal reminders</li> <li>Graphic organizers</li> </ul>
<u><b>Assistive Technology</b></u>	<u><b>Tests/Quizzes/Grading</b></u>	<u><b>Behavior/Attention</b></u>	<u><b>Organization</b></u>
<ul style="list-style-type: none"> <li>Computer/whiteboard</li> <li>Tape recorder</li> <li>Spell-checker</li> <li>Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Study guides</li> <li>Shortened tests</li> <li>Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>Consistent daily structured routine</li> <li>Simple and clear classroom rules</li> <li>Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>Individual daily planner</li> <li>Display a written agenda</li> <li>Note-taking assistance</li> <li>Color code materials</li> </ul>

## **Enrichment**

### **Accommodate Based on Students' Individual Needs: Strategies**

- Adaption of Material and Requirements
- Open-ended Activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects Completed Individually or with Partners
- Individual Response Board
- Tiered/Multilevel Activities
- Learning Centers
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
- Opportunities to Sustain Discourse

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Integrated Performance Assessments
- Accountable Talk, Debate, Oral Report, Role Playing, Think/ Pair/ Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks, Padlet
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to Create a Blog; Makebeliefscomix to Create a Comic Strip

**Enduring Understanding:**

- The study of the Spanish language and culture deepens the understanding of where and how people live.
- Visiting and sightseeing at various historical monuments is part of understanding culture.
- Dense population in large cities like Madrid requires mass transportation.
- The convenience of city living may be complicated and challenging.
- Urban centers are usually rich, cultural centers that offer museums, theaters, cafés and monuments.

<b>Grade: 9-12</b>	<b>Unit: One</b>	<b>Topic: ¡Hola Madrid!</b>
<p><b>NJCCCS: 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.4, 7.1.NH.C.27.1.NM.A.1, 7.1.NM.A.4, 7.1.NM.B.1, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C.4</b></p>		
<p><b>ACTFL Modes of Communication:</b></p> <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>SLO # 1</b> Locate Spain on a world map and identify major</p>	<ul style="list-style-type: none"> <li>• How does the geographic location of Spain impact her</li> </ul>	<p><b><u>Map Activity</u></b> Locate Madrid on a map of Spain; label and paste photos</p>	<p><b>Large Map of Spain - Index</b> <a href="http://gospain.about.com/od/maps/ig/Giant-Map-of-">http://gospain.about.com/od/maps/ig/Giant-Map-of-</a></p>	<p>Geographical locations in Spain.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>cities.</p> <p><b>7.1.NH.A.2</b> Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>	<p>culture?</p> <ul style="list-style-type: none"> <li>What are the differences and similarities in geography, population, history, etc.... between Spain and the United States?</li> </ul>	<p>of important landmarks.</p> <p><b><u>Differentiation: Guided Notes:</u></b> The teacher supplies students with notes for an independent reading. The notes include blanks in strategic places for students to write in key facts, concepts, and/or relationships. Teacher stops at intervals to check that students have filled in the blanks in the notes.</p>	<p><a href="http://www.giant-map-index.com">Spain/Giant-Map-Index.htm</a></p> <p><b>Spain- Population</b> <a href="http://countryeconomy.com/demography/population/spain">http://countryeconomy.com/demography/population/spain</a></p>	
<p><b>SLO # 2</b> Identify and explain the significance of historical monuments in Spain.</p> <p><b>7.1.NH.A.2</b> Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical</p>	<ul style="list-style-type: none"> <li>What stories do maps and globes tell?</li> </ul>	<p><b><u>Landmark Narration</u></b> Write a description of a landmark in Spain. Include in your narrative, exact location, importance and historical background. Read aloud in class and have classmates guess the landmark.</p> <p><b><u>Video</u></b> Watch “Viaje al centro de</p>	<p><b>Historic Sites in Spain</b> <a href="http://www.historvius.com/historic-sites-in-spain/pl72">http://www.historvius.com/historic-sites-in-spain/pl72</a></p> <p><b>Viaje al centro de Madrid</b> <a href="https://www.youtube.com/watch?v=cv4nViXJrM">https://www.youtube.com/watch?v=cv4nViXJrM</a></p>	<ul style="list-style-type: none"> <li>- Plaza Mayor</li> <li>- Plaza de España</li> <li>- Plaza Colon</li> <li>- Royal Palace</li> <li>- Retiro park</li> <li>- Prado museum</li> <li>- Reina Sofia museum</li> <li>- Sabatini gardens</li> <li>- Plaza de Oriente</li> </ul>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>response.</p> <p><b>7.1.NH.A.4</b></p> <p>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>		<p>Madrid”. Identify and list ten places/monuments of importance. Compare your observations with a partner.</p> <p><b><u>Paired Verbal Fluency</u></b></p> <p>In pairs, students letter off A and B. Teacher names a place of interest in Madrid and then indicates which partner will begin (ex. Partner A, talk about everything you know about _____. B’s begin.) Teacher monitors time and signals when the next person should begin talking without repeating anything that has been said previously. Each round is shorter than the previous one for 3 rounds (ex. 45 seconds, 30 seconds, 20 seconds).</p>		
<p><b>SLO # 3</b></p> <p>Describe past travel experiences and places visited and plan future trips.</p>	<ul style="list-style-type: none"> <li>How do a region’s geography, climate and natural resources affect the way people live and work?</li> </ul>	<p><b><u>Planning a Trip</u></b></p> <p>After skimming a website and travel reviews, make a list of recommendations for the place you are going to travel to. List the best flight options</p>	<p><b>The Autonomous Regions of Spain</b>  <a href="http://www.spanish-web.com/regions/">http://www.spanish-web.com/regions/</a></p>	<ul style="list-style-type: none"> <li>- Fiestas de San Isidro</li> <li>- Flamenco</li> <li>- Bullfighting</li> <li>- El Rastro flea market</li> <li>- Feria del libro</li> </ul>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p><b>7.1.NH.B.1</b> Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>	<ul style="list-style-type: none"> <li>• Why do people travel?</li> <li>• How can world travel impact language learning?</li> </ul>	<p>given specific parameters. Make your hotel reservations online.</p> <p><b><u>Glogster</u></b> Make an electronic poster about a trip to Madrid showing all the landmarks visited. Include music and narration in Spanish.</p> <p><b><u>Gouin Series</u></b> Create a gouin series about taking a trip. List all of the preparation steps in order.</p> <p><b><u>4 Corners</u></b> The teacher labels the 4 corners with places of interest in Spain. She gives a prompt or question. Each student goes to the corner that corresponds to his/her response. Chart paper is provided to generate a list. Groups cycle around the 4 corners adding to the list generated by each group. Share responses with the entire class.</p>	<p><b>Spain-Climate</b> <a href="http://www.nationsencyclopedia.com/Europe/Spain-CLIMATE.html">http://www.nationsencyclopedia.com/Europe/Spain-CLIMATE.html</a></p>	<p>- Las doce uvas</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>SLO # 4</b> Identify and provide directions to a historical site.</p> <p><b>7.1.NH.A.3</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.NH.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p>	<ul style="list-style-type: none"> <li>• How does audience and purpose (i.e., inform, entertain, persuade) influence a speaker’s technique (i.e., volume, pacing, word choice, intonation)?</li> <li>• How do social interactions and personal interactions differ among cultures?</li> <li>• How do historical artifacts reflect the characteristics unique to Spanish culture?</li> </ul>	<p><b><u>Math Activity</u></b> Following an outlined travel itinerary, measure the distance from one historical site/monument to the next. Estimate travel time based on transportation being used i.e. on foot, bus, metro, etc...</p> <p><b><u>Traffic Report</u></b> After listening to a radio traffic report, look at a map to identify an alternate route given the traffic problems you heard about. Call a friend and report on what streets to avoid. Decide when you need to leave to arrive on time.</p> <p><b><u>Roundtable:</u></b> Teacher gives prompt. Students write and then put pencils down. On signal, paper is passed to person on right (or behind) who then adds to it. Keep passing papers within group. (Ex. Write a conversation between</p>	<p><b>Spanish History and Heritage Links</b> <a href="http://artifacts.org/Linkpage.htm">http://artifacts.org/Linkpage.htm</a></p> <p><b>Spain- Languages, Culture, Customs, and Etiquette</b> <a href="http://www.kwintessential.co.uk/resources/global-etiquette/spain-country-profile.html">http://www.kwintessential.co.uk/resources/global-etiquette/spain-country-profile.html</a></p>	<ul style="list-style-type: none"> <li>- Puerta del sol</li> <li>- Gran via</li> <li>- Almudena Cathedral</li> <li>- Casa de Campo</li> <li>- Cibeles Square</li> <li>- Puerta de Alcala</li> </ul>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>2 characters in a story.)</p> <p><b><u>Dialogue</u></b></p> <p>In pairs, students present a dialogue about the check in process in the departing airport and the check-out process at the arriving airport. Key discussion includes putting luggage on the belt, checking if flight is leaving on time, placing items on the belt, removing shoes, passing through security gate, etc.</p>		

## Unit 1 Vocabulary

Unidad 1: Vocabulario: ¡Hola Madrid!

<p><b><u>Los sitios</u></b>                  La calle                  El barrio                  La ciudad                  La avenida                  El bulevar                  El hotel                  El café                  El restaurante                  La tienda                  El negocio                  El cine                  La escuela                  La iglesia                  El templo                  La mezquita                  El parque                  El estadio                  La playa                  El aeropuerto                  El banco                  El estación/la terminal                  El jardín publico                  La municipalidad                  La farmacia                  La gasolinera/la estación de servicio</p>	<p>La oficina postal</p> <p><b><u>Los preposiciones de lugar</u></b>                  Encima de                  Bajo de                  Dentro de                  Delante de                  Detrás de                  Al lado de                  Cerca de                  A la derecha de                  A la izquierda de                  Directamente                  Fuera de                  Cerca de                  Muy cerca de aquí                  Muy fuera de aquí                  Enfrente de</p> <p><b><u>Los monumentos y los lugares en Madrid</u></b>                  Puerta del Sol                  Plaza Mayor                  Gran Vía                  El retiro                  Puerta de Alcalá                  Palacio Real                  Plaza de España</p>	<p>Templo de Debod                  Cuatro Torres                  El Rastro                  Palacio Real de El Pardo                  Círculo de Bellas Artes                  Catedral de la Almudena                  Plaza de Cibeles</p> <p><b><u>Los adjetivos</u></b>                  Grande                  Pequeño/pequeña                  Genial                  Simpático/simpática                  Chévere                  Divertido/divertida                  Moderno/moderna                  Hermoso/hermosa                  Bonito/bonita</p> <p><b><u>Vocabulario útil</u></b>                  Un regalo                  Un suvenir                  Un monumento                  Un mapa                  Una postal</p>	<p><b><u>Los verbos</u></b>                  Viajar                  Llegar                  Volver                  Quedarse                  Visitar                  Caminar                  Continuar                  Preguntar                  Continuar                  Querer                  Comprar                  Disfrutar                  Preferir                  Medir                  Seguir                  Ser                  Estar                  Ir                  Dar un paseo</p>
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### Unit 1 Grammar

This Unit will focus on the following grammatical concepts:

- Adjective agreement
- Adverbs of time
- Counting to 100
- Regular –ar, -er, -ir verbs
- Irregular verbs: *ser, estar, tener*

### Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. You have just arrived in Spain. Your hotel reservation was mixed up and you have to wait several hours before your room is ready. You decide to take advantage of the time and go site seeing. Create a multimedia project: Identify the major historical sites you will visit (choose two), and provide a plan for getting from one place to the next. Describe each place visited.</p> <p>Rubric Required</p>	<p>Your school’s Spanish Club is planning a 10-day trip to Madrid. You are selected to be part of the committee planning the trip. In groups of four, plan and create the trip’s itinerary. Select the following based on best prices provided for groups:</p> <ul style="list-style-type: none"> <li>• Airfare (airline, cost, departures and arrivals)</li> <li>• Hotel (name, cost, number of occupants)</li> <li>• Eight (8) major sites to visit</li> <li>• Dates and times of the visits</li> <li>• Direction to and from the hotel</li> <li>• Food (included, out of pocket)</li> <li>• Cafés and restaurants (location, name and costs)</li> </ul> <p>Rubric Required</p>